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THE CEA CRITIC

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Remedial English

As an Old China Hand at remedial reading and study skills I do as much testing of word recognition as possible, right up through college level. Without as yet any available statistics, which we are preparing, I believe the "poor" or "slow" readers usually either fail to recognize some simple words, or else twist them out of countenance, or both.

In the first place, they often reverse letters within the word, reading UNTIED for UNITED (Page the United Nations!), UNCLEAR for NUCLEAR, TOPS for STOP. These irrelevant interpretations they may correct in mid-air, saying, "That word isn't TOPS. It's POTS." Then they may look at the sentence they are reading: STOP AT THE RED LIGHT, and comment, "POTS AT THE RED LIGHT. That's nonsense!" Often enough the student has a perfectly clear idea of the actual meaning despite the curious tricks his neurological confusions are playing him, and ends up by using a circumlocution: PUT ON YOUR BRAKES AT THE RED LIGHT.

In the second place, they insert, eliminate or substitute letters with reckless abandon. Their favorite substitutions seem to be **r** and **l**, or **n** and **m**. An eight-year-old boy read aloud to me, "The horse was eating the glass growing in the pasture. "Then, looking up, he sagely pointed out, "That's perfectly ridiculous for two reasons. In the first place, horses don't eat glass; and in the second place, glass does not grow in fields. How stupid can that author be?" I waited to see if this 160 I.Q. child would analyze his own trouble. He did. He burst out, "I know, it was Grass and I substituted l for r. There goes my lousy word recognition again! **L** for **r, at** for **ate, men man.** Boy, have I got a problem!" Right. But you will agree that he has no oral problem. However, the connection between what he sees and what he interprets is subject to many a short circuit.

This problem can be even more frustrating to adults, who are less adjustable and less willing to admit weaknesses. A 23-year-old student of mine looked at the word SPLIT. First he read it SPLITE. Then he said SPIT, then SPILT. Finally, utterly lost, and furious, he said, "I don't know. I never saw the word before. There is no such word."

In the third place, they may "read" a word so nebulously that all they can get is a kind of assonance or private onomatopoeia. Just yesterday an 18-year old boy was reading half aloud to himself, hunting for specific facts in planning a term paper. He mumbled along, "And during the Silver

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CONTEMPORARY LITERATURE

No one would argue that contemporary literature deserves a dominant place in the English curriculum. But a growing number of people feel that it deserves a bigger place than is usually begrudged to it. Ideally, every English department ought to offer three contemporary literature courses, one course in each major literary form —modern fiction, poetry, and drama. And every department, no matter how small it may be, is obliged, I think, to offer at least one course in contemporary literature, even if the course is only a superficial survey of the whole modern period.

There are several reasons why contemporary literature deserves this attention and respect. First of all, it is a sizable and distinctive body of literature. Exciting things have happened in literature, and to literature, during the twentieth century—as people familiar with it scarcely need to be told. Moreover, the things that have happened in contemporary literature are just as dramatic and just as radical as the events that occurred in literature during the romantic movement, the Renaissance, or any other literary epoch.

Many people, of course, object that it is difficult to teach contemporary literature properly, since we have no real historical perspective. They complain that in modern literature it is impossible to distinguish the main tide from the cross-currents, or the truly important work from the ephemeral. However, it is often difficult to decide these questions even with a historical perspective.

There are a great many things we can see without a historical perspective. We do not have to wait another hundred years before we can recognize some of the distinctive patterns or characteristic features of contemporary literature. Many of them are clear now.

Modern writers are preoccupied with problems or features of life that writers never dwelled on so insistently before in literature. Over and over again in modern literature you run into the same problems —dislocation, isolation, loneliness, inarticulateness, exile, maladjustment, sickness,

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Doctoral Studies in English

The report of the Ryan Committee, **Doctoral Studies in English and Preparation for Teaching,** faces the problem of the Ph. D. in English humbly, squarely, tactfully, and on the whole I am convinced quite accurately. These committeemen have amassed information from published articles, questionnaires, and literally hundreds of conversations, I assume, and they have welded all this into a clearly worded account that may be the beginnings of a cure for the long chronic ills of the ailing Ph. D. They recommend specifically more breadth in training without losing the real values of concentration, a thorough knowledge of one foreign language and literature, interpretative and critical dissertations (for the talented a novel, etc.!), pedagogic techniques within the English department (no Education, please!), and a proper amount of linguistic scholarship. Few English teachers will quarrel with these ideals, nor do I wish to quarrel with them, but I have two or three questions to ask.

First question: How possibly can we include all of these requirements in the short happy life of Francis, prospective Ph. D.? He has a minimum residence of three years (and few candidates now take much more although they may lengthen the time by service as graduate assistants), one year of which is normally devoted to the writing of a dissertation (Report, p. 16). He must take two full-year courses in linguistics (p. 26), and if he has not done the minimum work in history (and most of them haven't), "The most relevant single course would seem to be that in English (American omitted!) history" (p. 7). Wouldn't two courses be the very minimum? He should have some "vital contact with at least one of the arts" (p. 6). One course is hardly "vital," but let's stop with one. He must have "a course devoted to practical criticism" (p. 8). He must be so much "at home" with one foreign language and literature that he is able "to

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THE CEA CRITIC

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New officers of the Greater New York CEA are president: Arthur Waldhorn, City College; vice-president; Herman A. Estrin, Newark College of Engineering; secretary treasurer: Edward L. Anderson, Princeton Testing Service.

Theme of the fall meeting of Greater New York CEA on October 19 was "Teaching Difficult Texts." The speaker was M. L. Rosenthal of NYU, poetry editor of **The Nation.** The luncheon was held in the Museum of Modern Art, where members viewed current exhibits and saw a special showing of "Highspots in the History of German Films."

Professional Standards and Conditions: Teaching of English Language & Literature

I. The Teacher

A college teacher must have for himself—and the profession at large as well as his particular institution should be able to expect from him—the highest professional standards. Two important areas that are almost completely under the control of the scholar-teacher himself should be defined at the outset. One of these is his career conduct generally; the other, his contribution to the indefinable but vital matter of the climate of his institution.

Professional Conduct

Just as it is his responsibility to prepare himself intellectually for the position he accepts, so the scholar-teacher has the added responsibility of continuing his intellectual growth. Mental stagnation and intellectual featherbedding have no place in the profession.

In his work and in his conduct he must maintain high ethical standards. The institution must provide for him and protect for him his academic freedom; he must in turn use that freedom with maturity and responsibility within the legitimate area of academic freedom. His freedom is not to be frittered away in such petty actions as using his lectern as a rostrum from which to snipe at colleagues, or diverting the class by riding a pet hobby-horse. Academic freedom involves duties and responsibilities as well as rights and privileges.

Intellectual Climate

The total climate in which the scholar-teacher operates is a composite of the intellectual climate and the practical working climate of his institution. Administration and faculty jointly have a responsibility to maintain an atmosphere in which intellectual endeavor is not merely expected and encouraged, but assumed. The responsibility rests upon the administration to provide adequate faculty studies, library facilities, grants in aid for research projects, secretarial help, sabbatical leaves, funds for travel to professional meetings, and the other means of making intellectual growth more easily possible. But a responsibility also rests upon the faculty to demand their best of themselves and of one another, and to refrain from wasting their substance in chit-chat, committee shop-talk, political caucusing. The faculty contribution to the total climate of the institution must be vital and real.

II The Administration

Granted the duty of the faculty to maintain professional standards, college and university administrations are responsible for providing certain basic conditions that are essential to high-quality performance on the part of the scholar-teacher of English language and literature. Fundamental to all other conditions is an adequate budget: crucial items are salaries (including retirement income), library services and acquisitions, grants for research and other professional expenses, and secretarial assistance; adequate provision must also be made for office space, facilities, and service, reasonable loads of teaching and administrative assignments, and an equitable and explicitly understood table of faculty and departmental organization. Full administrative recognition of the importance of an adequate budget would go far toward creating a climate of work and opinion calculated to foster optimum scholarly activity and superior teaching. Once this principle is clearly understood, failure to honor it would be tantamount to admitting that quality in English teaching and scholarship is in fact not desired. Specific application of this principle may vary from one institution to another, but administrations should understand in general that an

(Please turn to next page)

The numerous controversies aired in **The CEA Critic** since its inception in 1939 provide effective orientation for present-day English teaching. Trends can be detected: directions can be fixed. A good deal of useful information is stored away in the journal's pages. To overlook the possibility of using issues of **The Critic** or the old **Newsletter** as teaching tools would be a great pity . . . Why don't you get some enterprising person to index the **Newsletter** and **Critic** so that these journals can be used effectively?

Martin Kallich
South Dakota State College

(Note: At last summer's directors' meeting, it was voted that an index be prepared. Thomas Marshall and Lee Holt were asked to do the work. An anthology was also proposed, to be issued when funds become available).

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adequate budget for academic purposes is vital to creating a milieu where the highest educational achievements are possible for students and faculty alike.

Salary, Rank and Tenure

Truly professional performance in English ultimately depends upon a salary scale commensurate with those provided for comparable ability, preparation, and experience in other divisions, departments, and professional schools. Denial of this principle can only be understood to mean that English professors are not expected to do work of the same quality as their higher-salaried colleagues in other fields. Assuming a comparable salary scale, successful administration requires clear policies of appointment and promotion according to a just system that gives the faculty a voice in determining rank, salary, and tenure. To be effective such a system must be informed throughout by a healthy respect for due process and the opinion of mankind. The standards formulated by the American Association of University Professors in its 1940 Statement of Principles are applicable. Every institution should publish an official handbook setting forth faculty rights, duties, and privileges in sufficient detail; also included should be a clear-cut, realistic statement of criteria for professional evaluation of the scholar-teacher, indicating personnel policies, especially for hiring and firing—tenure. English departments might amplify such statements in order to particularize their own special problems and needs more clearly.

Office Space and Assistance

Adequate office space and desk space are absolutely essential, as well as sufficient departmental organization to handle all routine matters efficiently. A full-time secretary is needed in every department having ten or more full-time members. Much of the enervating drudgery of English teaching could be eliminated if every teacher, including those who teach freshman composition primarily, had his own student aide even for as little as fifteen hours a week. Wise administrations will observe the principle of sparing the scholar-teacher as many routine or clerical operations as possible.

Departmental Structure and Teaching Load

General and departmental administrative assignments, including committee work, should be calculated as part of the teacher's load, with the proviso that he should always be spared unnecessary legwork. An English department should have a rational rank structure in relation to the work it does, and a minimum staff of sub-instructors with clearly defined status and work loads. Faculty loads should be realistically determined on the basis of such objective factors as the total number of students taught, the kind and quality of work required (including advisement of honors and graduate students), total classroom and conference hours, the number of different preparations daily and weekly, and the amount of paper reading and clerical work. As a rule of thumb, a nine-hour teaching program of three classes might be considered a full-time load. Precise determinations in these matters must be worked out concretely by each department and administration locally, but the principles should be clearly understood as bearing importantly on the quality of professional performance that can be attained.

Scholarly and Professional Growth

A scholar-teacher should have access to a first-class library, facilities in it for his own study and research, and adequate funds available through channels for regular as well as occasional extraordinary purchases. Encouragement should be given in the form of leaves and grants for participation in various professional activities, including meetings of professional societies. Such provisions as these would suggest a worthy attitude toward the scholar-teacher of English language and literature and a constructive appreciation of his work. They would also enable him to grow and mature professionally. He then might be expected to feel and act like a first-class citizen of the academic community; promising youngsters who came under his tutelage might seek to emulate him. On the other hand, denial of the principles outlined here will almost certainly doom him to frustration and defeat, he will have few if any young admirers, and the field itself will become a desert.

The choice is essentially administrative and budgetary: we call upon college and university administrations to make the wise decision. Those who choose wrongly must be held accountable for the consequences of their wrong decision.

Carl A. Lefevre
Donald A. Sears

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CONTEMPORARY LITERATURE

(Continued from p. 1)

paralysis, stasis, inertia, impotence, sterility, violence, cruelty, pain, guilt, despair, futility, negation, and dehumanization.

And it is not difficult to see that in modern fiction, poetry, and drama there has been a revolution in form and technique. For one thing, modern writers seem preoccupied with form and acutely self-conscious about technique. In holding the mirror up to chaos and disorder, modern writers cultivate the imitative fallacy, and write plays, poems, and novels that are disjunctive, fragmental, discontinuous. Organic form takes the place of stanzas, acts, scenes, and chapters. Modern literature grows more and more introspective and subjective as writers explore the deeper levels of consciousness. Yet at the same time modern writers grow more clinical and more objective, as they adopt the detachment of Joyce and his invisible artist, "refined out of existence, indifferent, paring his fingernails." Intricacy, ingenuity, complexity, and obscurity have become characteristic features of literature today, as every college sophomore can testify.

Modern social or scientific concepts have exerted a powerful, often a direct influence on contemporary literature. Thanks to people like William James, Bergson, and Einstein, our traditional concept of time has changed in both literature and life. In modern fiction and drama, for example, authors violate all our accepted notions of chronology, unity, and order. Instead of clock time or chronological order, we are confronted with shifting, coalescing periods of time. To cope with time in modern literature writers have devised or appropriated new techniques — montage, "dissolves," flashbacks, stream of consciouness.

Space—like time—is no longer a rigid, fixed dimension in fiction or drama. Physical setting and nature are often nebulous or negligible in modern stories and plays. The scene of the conflict or action is not a room, a house, a forest. Instead, the conflict is internal and the action is largely subjective. An author will fix his character momentarily in time and space—perhaps 9:30 P.M. on the corner of 3d and Main —and then for several hundred pages roam freely back and forth, here and there, through various chambers of his character's mind.

Modern novels are panoramic or microscopic in scale, or both at the same time. Writers like Virginia Woolf, Thomas Wolfe, and Joyce try to convey a sense of something called the simultaneous coexistence of man in space. Other writers focus closely on a single nervous tic which would have passed unnoticed in a more expansive age.

Psychology has given literature a whole new area to explore—the deeper levels of human consciousness. It has given us some new concepts of human behavior, or misbehavior. It has helped make literature more subjective and less athletic, by teaching us to respect motivation as much as actual conduct or behavior. On the other hand, the Behaviorist psychologists have taught writers the virtues of clinical detachment and the value of documentary notation in delineating people by their physical responses and overt behavior.

Causality, chronology, unity, nature, and action have faded away in modern literature. With them, other things have vanished, plot, story-telling, and the old fashioned hero—a robust, self-sufficient, self-confident, person endowed with energy and free will. Instead we have the helpless, ineffectual ciphers of modern literature.

As I have said, modern literature is full of these striking departures and distinctive features. Yet in one sense these features are superficial ones, for there is actually no such thing as contemporary literature. All literature is contemporary literature. As we are fond of telling our students, literature (that is, really good literature, lasting literature) is concerned with universals, with the elemental things in life, the verities of human nature, not with trivial questions or transitory problems. We try to convince students that Hamlet or Ulysses is Everyman, not just a remote literary figure.

This principle of universality is an old one. It is the same idea Faulkner saw in "Ode on a Grecian Uurn" and voiced in his story "The Bear." He voiced it again in his Nobel Prize acceptance speech, when he warned writers to leave no room in their workshops for "anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed—love and honor and pity and pride and compassion and sacrifice." It is the same principle Steinbeck expressed in different words in **East of Eden:** "If a story is not about the hearer he will not listen. And I here make a rule—a great and lasting story is about everyone or it will not last. The strange and foreign is not interesting—only the deeply personal and familiar."

What I am trying to show is that, **Basically,** contemporary literature is no different from any other body of literature, anytime, anywhere. All stories—whether they are composed as epic poems, plays, novels, or short stories—are based on one thing, conflict. Modern stories still contain conflicts, though the conflicts may be psychological, obscure, uneventful or inconclusive—like the conflicts in modern life. Hemingway, Steinbeck, and Joyce still deal with three themes you can find in classical mythology or Arthurian legends —the themes of initiation, rebellion, and quest. They are basic themes in both literature and life.

No literature therefore is contemporary, and yet all literature is contemporary. Twentieth-century literature differs from that of other periods, not in basic features, but only in superficial respects. Yet those superficial differences are just as striking, just as important, and just as substantial as the features which distinguish neo-classical literature from romantic literature, or Renaissance from medieval literature.

Contemporary literature is important, then, in its own right as a distinctive and sizable body of literature, a body of literature which is universal and yet unique.

However, it is also important historically. For instance, it would be impossible to teach the history or development of the novel as a literary form, without considering the twentieth-century novel. For the novel is not very old, and yet has today outdistanced poetry and drama to become the major literary form of our time. To teach the history of the novel without considering the modern novel would be as misleading as to teach the history of English literature without considering anything written after Pope's or Dryden's day. Our colleagues, remember, do not stop teaching biology with Darwin or history with Queen Victoria.

Contemporary literature is valuable in other ways. It often proves more appealing to students than traditional, historical works. The popularity of modern literature courses is proof — and often cause for envy. For students who are hostile to literature or untrained in reading, modern literature can serve as a painless, palatable introduction. All literature is concerned with universals and each hero is Everyman, but it is often easier for the inexperienced reader to spot the universals in the familiar and to recognize Everyman in Dos Passos before he recognizes him in Shakespeare.

Furthermore, if we were honest we would have to admit that a lot of the traditional, classical literature preserved in textbooks and college courses is, frankly, pretty dull. Perhaps some of our sacred books are archaic instead of timeless and universal. Human nature may not change substantially, but our modern tastes, our modern language, our modern values, our modern obsessions are notably different from those of Wordworth's time or Shakespeare's or Homer's—just as the language, tastes, values, and obsessions of Wordsworth's time differed from those of Pope's or Chaucer's, as we ourselves often stress in survey courses.

But perhaps most important, if we want literature to live or the spirit of humanism to flourish; if we simply want more English majors and graduate students; or just more money, promotions, and prestige we must help close the breach between the writer and the reader, between the intellectual and society. Teaching contemporary literature is one way to help.

Cresap S. Watson
Louisiana State Univ.

REMEDIAL ENGLISH

(Continued from p. 1)

War the ship was used as a riveteer (privateer)." How much of the meaning he grasped is a question. Perhaps best answered by the fact that presently he pushed the book at me, saying, "Here, you go on. I'm sick of reading." Being very bright, he may have been sick of reading nonsense.

A good example of vague onomatopoeia was given by a college freshman with whom I was working on vocabulary. She came up with these haunting dream-sounds:

"The avoirdupoid apes resemble man."
"The boy was retrospected for breaking the window."
"Mary was so sagacity to the teacher that she was sent out of the room."
"His circumconditions were lamentable. He lived in the poorest section of town."

In the fourth place, words pull themselves apart, or disguise themselves under a cloak of incorrect accenting, like my French student who kept referring to an unPLEESEant diFFICulty not encountered by EuROPean pupils. A bright girl of 16 was reading this sentence: "For this purpose the wounded lieutenant had brought along a carrier pigeon." She started, "For this proPOSE," and stopped. Again she tried, "For this PROpose," and corrected it to, "For this purPOSE". Adroitly detouring around this road block she finished, "With this end in view, the wounded lieutenant, etc." Not every inaccurate perceiver is so quick to grasp the real meaning under the bewildering palimpsest of his own making.

Another stigma of the "slow" readers turns up in their writing. Like most foreigners wrestling with English, they may have no feeling for the shape of a sentence, especially for those vital indicators of relationship, prepositions. Their sense of the function of a noun and an adjective is often hazy, verging on non-existent. And they also show a curious inability to place a word in its usual frame of reference. Examples culled from some of my students' papers follow.

"The man had an anathema character."
"My old neighbor had a cardiac. The doctor treated her for a bad heart."
"The prognosis jet will come some time in the future."
"The tornado destructed everything."
"In New York the Italians are a separate ethnic."
"The water in the pot was ebullient when the girl remembered she had left the gas on."
"The little boy meted his toy to the cribbled (see below) child across the street."
"Towns are endemic in the desert lands of Nevada."
"The terminus of the storm was directly followed with sunshine."
"We are always wanting to strive of more and more speed."
"Television causes more entertainment to the family."
"Joan of Arc was anathematized of the Catholic Church."
"She lives in that dark old sinister on the hill."
"Habeas Capers is a law writ."
"I can't think of any anarchy state. They all have some kind of government."
"The lawyer habeas corpused him and gave him to bail."
"Samson was famous for his strongity."
"The lawn was a disastrously mess."
"Your hands are saved from roughness and chapness by cold cream."
"I am cyclical. I know what people are thinking."
"The child was robusting with health."

Again, these disabled readers, like so many foreigners, experience considerable difficulty in hearing or recording the differences between the voiced and the unvoiced consonants.

b becomes p (puplic); d becomes t (epitemic); g becomes k (distinkuish) v becomes f (many wifes)

By the same token the short vowels become indistinguishable. To these students you say met and he writes mit; bum and he writes bam; tab and he writes tub; rop and he writes rep.

Into my college study skills classes flock many foreign students. Their visual acuity seems to show the same kind of inaccuracy as that of English speaking students with "reading problems." Or is it broplems?

Of all the foreigners' difficulties I have met I was most fascinated by Yussem's. He was an Arab who had come to the United States to sell rugs, landed in the infantry, and finally in my office, where I was a kind of special teacher for the Veterans' Administration. Yussem interested me partly because so many of his errors were identical with those of my English students. In addition, as he started writing Arabic from right to left, he began the same technique in English, carefully writing backward, starting each word with its last letter, from right to left. He also did this with numbers. This tendency to move eye and hand in the direction opposite to that of written English is found in significant numbers among English "poor" or "disabled" readers, especially the left-handed or ambidextrous ones.

Back to Yussem. It was my job to teach him to read and write, to spell and converse. I may have taught him something, but he taught me a lot more. In the beginning was the Word. Yussem slaved over his vocabulary. Finally he was ready and came the big day of the test. I would say the word and show it to him and he would then define or use it, wreathed in smiles, I might add.

The word	Yussem's definition
Doll	"A knife it is doll."
Feet	"He blayed feetball."
Tack	"In the army I had a ducktack around my neck."
Mast	"I mast learn my lessons for Missa Down."
Necks	"We drink eggnecks in Newyear days in U.S."
Meant	"In army I meant hole in my socks when comes hole."
Sends	"I lie by the sends by the sea in Florida where is warm."
Wind	"I was winding my own business when cop he say pullin up blease, you bum driver."
Pond	"He bought a pond of butter is expansive yes."
Buff	"A buff smoke blow out my car when is froze the waters."

(Please turn to next page)

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(Continued from p. 5)

West "Boot the no-good baber in the west baber basket, and throwin away."

Test "Food in restaurant is no test so good as what you cookin at home."

Class "Window is made from class so it is brokes when stone she hit."

Band "When I drub my pencil I band when I bick it up from floor."

Finally Yussem wrote this victorious last theme:

The Evils From Drinkink

"Maladjusted person often get mad of something. They start to drink up alcohol to forget trubels. They thing would get much relieves but doan. This drink will dobblup their trobbles. Must younk people now like to go to night club stad of Church. They no get as plenty sleep as they is needin. So get sick for no care selfs. But here in United States have many hospitals and lotsa Doctors to take care of all that negligence of their own lifes. Is good."

from Yussem
Mildred Gignoux Downes
Cambridge, Mass.

DOCTORAL STUDIES IN ENGLISH

(Continued from p. 1)

read Homer or Plato with some facility" or "to evaluate and interpret" Dante or Cervantes or Racine or Goethe (p. 15). That three courses would insure his being "at home" with any one of these gentlemen is doubtful, but let's say three. Now how does this look in summary:

Dissertation	30 credits
Linguistics	12 credits
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English and American literature	27 credits
(three years)	90 credits

Now where does our candidate stand? He is left with twenty-seven credits (nine courses) to acquire "a wide and accurate knowledge of English and American literature" (p. 5). But hold on! we have forgotten philosophy: "Nothing could be more basic than a year course on Plato and Aristotle," or perhaps "a good introduction to philosophy," or "a weekly round-table course," or "individually-guided readings with a member of the philosophy department" (pp. 6, 7). Nor have we included his "informal seminar" (p. 20) to induct him into the mysteries of pedagogy. Nor have we considered that he may have come to our institution with a year's residence from another graduate school, bringing with him courses that we find difficult to fit into our program, nevertheless courses that he expects to use for his residence credit.

As much, then, as I admire this report, I must conclude that at this stage it is Utopian and impractical. The minimum residence for the Ph. D. might of course be lengthened to four years, but the Committee says nothing about that. Though most graduate schools evade the subject of minimum credit, they normally specify minimum residence. That the minimum three-year requirement for residence will be raised any time soon is extremely unlikely.

Second question: Isn't the Committee a bit behind the times on the current performance of our graduate schools? I acknowledge that a few graduate teachers still regard "an original contribution to knowledge" as an expression "motivated by the positivistic sciences rather than the value-judgment humanities," retaining "much of its 19th century, largely German, connotation" (p. 17). But there are few of these teachers left. By and large, dissertations today published and unpublished show independent thought and judgment. They are not merely "the assembling of facts in a more or less mechanical manner" (pp. 17, 18). I suggest that the Committee look at the actual performance of our graduate schools, that they make enough case studies to validate objective conclusions, and that they proceed beyond their own subjective opinions and the report of "The Committee of Fifteen." This is no attack on the highly commendable work of our own Ryan Committee and that of the Committee of Fifteen, but it is a statement of my own convictions, with which I suspect some of my readers will agree.

Third question: Since the greater part of graduate English instruction and training is provided by twelve or fifteen graduate schools in America and since these schools are sparsely represented on our Ryan Committee, now that the ground is broken wouldn't it be strategic to add some teachers from these graduate schools during the further deliberations of this Committee? Only "the initiative of individuals in various graduate schools of English can bring" these changes about (p. 21), asserts the Committee, and I quite agree. Why not start developing this initiative now?

Brice Harris

I cannot pretend to be competent to measure the possible effectiveness of the recommendation of the CEA program for Ph. D. training in English, but I think I can be a witness to the need for some revision in the teaching of English.

Since the collectivity of Ph.D.'s in English write the textbooks that are the basis for English teaching in the country, compound the teaching syllabus, train the English teachers on whatever level—anything that improves the abilities and capacities of a Ph.D. in English cannot fail to improve the situation with respect to the use and enjoyment of language in the country. What is not true of General Motors is, I think, true of the Ph.D. in English—what is good for the English Ph.D. almost certainly will be good for the country.

It is my own observation that too few Americans come out of school, grammar school, high school, college or graduate school, with a whole cultural personality. Too often they seem to be deficient in the abiity to speak their minds plainly, privately or publicly, to write succinctly what they have to say, or to take pleasure in the best that has been said or written in English.

It is possible to over-produce the consequences of the terrifying inarticulateness of so many people in our society, but unquestionably the inability to communicate in politics, in our economic life, in our community life, and in our personal lives is the source of an enormous quantity of friction, of unhappiness, and sometimes of genuinely tragic situations.

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technique and as an art, they could pass along to students what they know. If they knew how to teach, almost certainly we could begin to approach the end of the current uh-huh period in American cultural history.

It is depressingly obvious today that a good many of the persons charged with teaching English have no hold of it, no enthusiasm for what they are doing, and no success in their work.

There are many exceptions, of course, and the men and women who take part in CEA seem not in the common run; but the exceptions, unfortunately and unavoidably, tend to be mired in the despondency which I think characterizes the state of much English teaching.

Anything you can do to recover this marsh I think would be superbly worthwhile.

The proposals of the CEA Committee conceivably are an important beginning in this direction, and I wish you success with them.

Brendan Sexton
Director of Education, UAW

My comments on the C.E.A. Committee report on "Doctoral Studies in English and Preparation for Teaching" are naturally influenced by my own experience. After graduation from college as an English major but with only one semester course in Education (the Philosophy of Education) in my program, I taught English and Speech in a public high school before returning to graduate school to work toward my doctorate. I regard this secondary school teaching as an excellent "internship" for college teaching, and would commend it highly for most prospective college teachers.

In graduate school I went through the usual routine of courses in linquistics, historical periods, and authors, but I had the good fortune of being permitted to write my thesis on an interdepartmental subject: "The Immigrant Autobiography as a Document of Cultural Assimilation." I was pleased when the manuscript was accepted for publication in a social science research series. Therefore I sympathize strongly with the recommendation that we broaden the field of the thesis.

Although they were not counted toward the satisfaction of English department requirements, I did take two graduate courses in Education, one in "The Administration of Higher Education" taught by Henry Suzzalo, Frank McVey, George Zook, and Charles E. Friley, and the other in "The Curriculum of Higher Education," taught by Fred Kelly. In this latter course I made a study of the English curriculum in several hundred American colleges, which has proved useful to me on many occasions since. There would have been great value, however, in a seminar in college methods of teaching English taught by members of the English staff. Instead, most of the doctoral candidates did some teaching of Freshman and Sophomore courses, entirely "on their own."

I enjoyed the study of foreign languages, but I was very poorly guided in my program, so that I studied Latin for three years, Greek for one, French for three, and German for three, instead of staying with one or two of them until I had a reasonable mastery. The result was inevitable—the complete atrophy of all use of languages other than English.

The doctor's degree was an import from Germany in the latter half of the nineteenth century, at a time when Science was the new cult. As a result, the American universities sold their birthright in the humanities for a mess of scientific verbiage—philology supplanted the study of literature as an art form or as a record of human experience and thought. Today, although Science and Technology are more firmly seated in the saddle than they were a century ago, the Humanities have realized that their place is not to ape the sciences, but to cultivate the field of value judgment for which the scientific method is not suited, but which is essential to the continuation of our civilization. Why shouldn't our training for the doctorate reflect the faith by which we live?

Carter Davidson
Union College

Is the Committee Qualified?

A committee that concerns itself with improvement of the Ph.D. curriculum should be made up of persons holding the Ph.D. degree, directing the work of students seeking the Ph.D. degree, and connected with institutions which have well established Ph.D. programs. It would also be highly desirable for members of such a committee to be themselves producing products of the system they propose to improve, i. e., publishing scholars.

The CEA committee of twelve now looking for ways to "broaden" the Ph.D. curriculum lacks, in its overall composition, a number of these qualifications. At least three of them do not have the Ph.D. degree: I have no ready way of checking the three additional members of the committee who are not listed in the **Directory of American Scholars.**

Nine of them are associated with institutions which do not offer a Ph.D. in English, or which have conferred such an insignificant number of Ph.D.'s in English that one must doubt the active contact of these particular committee members with a fully-developed graduate program.

It can hardly be maintained that their own graduate training qualifies these persons to discuss modern practices, for I find that the average age of the nine checkable committee members is 59.5 years.

Three members of the committee do not belong to the Modern Language Association, which hardly speaks well for their professional status. A look through the **PMLA** bibliographies for 1953, 1954, and 1955 shows that five members of this committee have done no scholarly publishing within the past three years; the remaining seven have made a total of sixteen contributions in that time. Thus the record of the committee as a whole is undistinguished and uneven, a circumstance attributable to the fact that the committee includes two or three eminent scholars along with several nonentities.

(Please turn to next page)

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(Continued from p. 7)

The preliminary report of the committee (**CEA Critic,** March, 1956, pp. 6-7) shows that they are taking themselves very seriously and trying very hard. Perhaps they will come up with a good idea or two. If they do, everyone will be glad. And perhaps one or two institutions with strong Ph.D. programs may even hear about it.

Waldo F. McNeir
Louisiana State University

Should Experts Judge Themselves?

I have read Professor McNeir's letter, which was written several months ago at the time when the formation of a CEA Committee on Reassessing the M.A. and Ph.D. Programs was first announced. His letter reminds me of a little history which in general outlines I draw from life.

Some years ago the conductor of a symphony orchestra in one of our large cties was severely criticized in the newspapers. His critics said that under his direction the orchestra had deteriorated, especially with respect to the effect of its brass instruments. The brasses were too heavy, the critics said, and seemed to be growing heavier with every performance. The orchestra, which was justly a famous one, had become unbalanced.

The director was incensed. He wrote to the newspapers and told them that he was a conductor, and that only a conductor fully understands the meaning of the word "balance" as it applies to a symphony orchestra.

In response, the **vox pop** columns of the newspapers filled up with letters, all to the same effect: "We don't like the music you make."

The conductor met privately over a bottle with the concertmaster, who had been his chum during school days in Vienna, and the two composed a blistering letter condemning the musical illiteracy of America.

At this point the Chairman of the Civic Association called a meeting of the Bach and Beethoven Society, which because of its philanthropic membership unofficially controlled the destinies of the symphony orchestra. The Society discussed at length the issue which had been raised. Some of the members had noticed the brasses and had disapproved, others had noticed them but thought nothing of them, a third group asked, "What are brasses?"

At last, however, they fired the conductor, and the concertmaster succeeded him **pro tem.**

Perhaps an injustice was done. But it happens that I heard this orchestra during the period of its difficulties. The brasses seemed to me much too loud.

Whatever the course of strict musical justice may have been, the conductor, in my opinion, took a false position. The kind of authority he assumed is inappropriate in public situations, although authority of another sort he unquestionably had and might have used without challenge.

My good friend Waldo seems to me to have blundered into a position analogous with that of the conductor. He is, I know, a ready man in an argument. I have enjoyed and profited by many a noisy difference with him. He is out of character, therefore, in declining to discuss graduate education with anyone but fellow listings in the **Directory of American Scholars.** I hope that he will study the preliminary report which the Committee has prepared, and that he will write to you again on the basis of what he finds there.

Henry W. Sams
University of Chicago

The English Language in Finland, in the Past and at Present

Finland, like every other country, no doubt, is a special case with respect to English studies; yet it may be more interesting than most countries in Europe for at least two reasons. First, English is by no means something new and strange there, even though the language has been less well known in Finland than in several neighboring lands on the shores of the Baltic and North Seas. In the second place, and with greater significance in relation to the present interest in English as a "second" or "international" language, the local linguistic situation suggests that any facile or propagandistic argument for English as the one-and-only language will be a poor recommendation for Finland.

America and Finland

As far as America is concerned, about half the colonists of the 17th-century New Sweden on the Delaware came from Finland so that some knowledge of America went back to the old country. In the middle of the 18th century Pehr Kalm, the Swedish-Finnish botanist, visited America and wrote one of the most interesting descriptions of America before the Revolution. His work is highly valued by students of Americana, but it is not so often recalled that several of Kalm's students in Finland wrote theses on American subjects.

In Finland, as elsewhere, many persons were eager to hear about the physical nature of the New World and its exciting red inhabitants, the Indians. Thus, a selection about a "Cherokee Cadmus," from Samuel L. Knapp's epochal **Lectures on American Literature,** appeared in an Abo (Turku) paper in 1830, only a few months after the first publication of the lectures. Like the contemporary Americans, the Europeans wanted information about the Indians and their languages. The first American language was the speech of the aborigines, the source of most of the earliest Americanisms.

After World War I, American "ideas" spread widely. Yet before the American "wave" of the 1920's—indeed, about a century earlier—Finnish interest in English, including American, literature became notable. Early in the 19th century translations of English and American works began to appear in Finland, reflecting the widespread interest in English culture and literature which was found in all northern and eastern Europe—in Sweden, Norway, Finland, Denmark, Germany, Russia. The cultural exchange was no one-sided affair, for there was great English and American interest in nearly all those countries for commercial, political, humanitarian, and general reasons.

Our present concern over the possible role of English—meaning, for most of us, American studies and "ideas"—in other countries is the 20th-century extension of the earlier movements. Since the present enthusiasm for American literature and studies in Finland could not have occurred without the earlier growth of interest in English and English studies, a few events and persons from the long history of the study of the English language in Finland may be cited.

Early Interest in English

Probably the earliest record of a knowledge of English in Finland is that by the celebrated traveler, the Reverend Edward D. Clarke of Cambridge University, who in 1799 was surprised to find several readers and a few speakers of English at Abo. The poet Frans Mikael Franzen had copies in English of the **Spectator,** Gray, Cowper, and other poets.

A lecturer in English was listed on the faculty of the University in 1854, since which time there has almost always been at least one teacher of English.

There was even some market for books in English, since a Helsinki printer-bookseller announced in a magazine in July, 1856, the recent arrival of nine American items among his works of "Ny Engelsk och Amerikansk Litteratur."

However numerous the readers of "new" books in English, the language remained in a minor place in Finland, one gathers from an important article in the first volume (1893) of **Memoires de la Societe Neophilologique,** the publication of the Modern Language Society of Helsinki (or Finland), then also in its first year. Deploring the neglect of English, Anna Krook, teacher, poet, and translator, maintained that "the

English language is of too much importance in every respect, to be neglected in any country." In surveying the history of the language in Finland, she pointed out that English had been "studied in some few private schools, even as far back as 1857" and that it had been introduced into some public state-schools as a "free" (elective) subject in 1886.

For those who wage the probably losing battle to make languages reasonably popular among American students some sixty years later, the most striking remark of the Finnish writer may well be the observation that "Finland is, no doubt, the only country in the world, where five modern languages are studied in almost every high school." The writer called for more attention to English in the state-schools—even if it would be the sixth modern language! The others, taught then as now, with English added, were: Finnish, Swedish, German, Russian, and French.

In the same journal a few years later Professor Valfrid Vasenius gave an admirable bibliography of the works on the modern languages which had been printed in Finland.

In 1907 Uno Lindeloof, who had lectured for some time, became an adjunct professor of English at the University of Helsinki and, in 1921, the first professor of English philology. Moreover, from 1906 there has almost always been at least one native of Great Britain on the staff, the first J. Dover Wilson, from 1906 to 1909.

English Studies

The first American professor under official auspices—the Smith-Mundt Act and the special program of Finnish-American cultural exchange (ASLA, financed from the funds with which Finland repaid its World War I debts) and, replacing the former, since 1953, the Fulbright Act—was in Finland in 1950-1951. In 1956-1957 one professor of English (American literature and civilization) is at the University of Helsinki, and another divides his time between the two smaller universities at Turku —the Finnish University and the Swedish Abo Academi. Two teachers from America are currently at Finnish secondary schools, this phase of the Fulbright program having begun in 1954-1955 with one visiting teacher.

In the spring of 1956 there were approximately 1400 students in the English Department at the University of Helsinki. Not all "major" in English, but about eighty percent will take **cum laude** work, which corresponds to upper-class work or even to a "major" at some American colleges. About a third of the sizable group who take the more advanced or **laudatur** work, comparable, perhaps, to honors work, choose American rather than English topics for "theses."

Since 1952 American literature has been a required part of the **cum laude** and **laudatur** work in English. The University of Helsinki was probably the first European university to make American studies a required part of work in English beyond learning the rudiments of the language.

The universities at Turku have resonably full programs in English, with some attention to American studies in addition to the lectures of the visiting American professor. Several special schools, such as the engineering institutes, include work in literature as well as instruction in the English language.

Practically all the secondary schools in Finland give at least what is termed "the shorter course" in English—of only **three** years. More significantly, no doubt, seventy percent of the 355 secondary schools reported in 1954-1955 that English was the first or most numerously studied foreign language.

More Language Conscious

In short, in Finland the students as well as the general reading public and the writers are aware of the importance of languages, including English, and they have long been interested in American matters. The visiting teacher has no special problem in arousing interest in English studies. As in some American schools he may encounter zealous supporters of other foreign languages, particularly the second-place runner, German. The visitor finds ambitious and exceedingly conscientious students, who read more—**and more on their own**—than the vast majority of American students. They are unquestionably more language-conscious, with respect to both meanings of words and matters of pronunciation, owing, of course, to the local linguistic situation and the great amount of training in languages and translation.

Statistics aside, is any country so conscious of words—so "literary or language-minded"—and with a people who so generally confirm the zeal of their scholars in studying languages? Symbolizing and partly explaining such impressions may be the facts that Finnish literature began, in the 1540's and '50's, with Mikael Agricola's translation of the Bible in the language of everyman, to whom it was to be available, and that thereafter and especially in the 18th and 19th centuries the learned men and pastors and people made the language itself—in linguistic studies as well as in the **Kalevala** and related literary works—into "the very cornerstone of Finnish culture" and the Finnish nation.

Therefore, the role and significance of any foreign language—in the present discussion, American , International, or plain English—in a country like Finland, highly literate and strongly attached to its distinctive national feelings but at the same time eager for knowledge and genuinely curious about other peoples and cultures, raise questions for which there is no easy answer. The best hope of teachers of English, abroad as at home, would be that, in the process of learning the language, every student might acquire some of the "interior intellectual light" which Swedenborg ascribed to the people of the English nation: "This light they derive from the liberty of speaking and writing, and thereby of thinking."

Stephen A. Larrabee
East Hartford, Conn.

Report of CEA Nominating Committee

For President: Henry W. Sams, Department of English, Univ. of Chicago. Oberlin College A.B. 1933, A. M. 1935. Ph.D. North Carolina, 1940. Instructor Oberlin, 1936-37, 1938-40; North Carolina, 1937-38. Assistant Prof. The Citadel, 1940-42. Instructor Queens College, City College 1942-43. Chicago, 1946-49. Associate Prof. 1949. USNR 1943-45. Author of many articles.

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Co-author of **Problems in Reading and Writing.**

For First Vice-President: George F. Horner, Department of English, Univ. of North Carolina. B.A. Penna. State College, 1921. M. A. 1924. Ph.D. North Carolina 1938. Instructor in English, Penna. State 1921-24. From teaching fellow to Assoc. Prof., North Carolina, 1926 to present. Director freshman and sophomore English. USNR 1943-45. Articles on colonial America, Benjamin Franklin, American humor.

For Second Vice-President: Donald J. Lloyd, Wayne State Univ. A. B. Wayne, 1939. Detroit Bd. Ed. Scholar, 1939-40. M. A. Wayne 1940. Univ. scholar Yale, 1942, fellow 1943. Ph.D. 1943. Assistant Wayne 1939-40, instructor 1940-41. Indiana 1943-44. Oberlin 1944-48. Wayne State 1948-. Assistant Ed. **Webster's New World Dictionary.** Co-author of **American English in Its Cultural Setting** and many articles.

For Directors: Henry H. Adams, Dept. of English USNA. A.B. Michigan 1939; A.M. Columbia 1940; Ph.D. Columbia 1942. Instructor Cornell, 1945-51. USNR 1943-. USNA from 1951. President Middle Atlantic CEA 1955. Articles on Dryden, drama, naval history.

John W. Ball, Miami University, Miami, Ohio. A. B. Miami, 1941. A. M. 1942. Ph.D. Cincinnati, 1947. Co-author of **Effective Business Writing, Report Writing, College Writing.**

Harry T. Moore, Southern Illinois University. Ph.B. Chicago, 1934; M.A. Northwestern, 1942; Ph.D. Boston U. 1951. Instructor, Illinois Institute of Technology, 1940-41; Northwestern 1941-42; Air Univ. 1946-47; Associate Prof. History and Literature, Babson Institute, 1947-57. Founding ed. **Air Univ. Q. Rev.**, 1946. USAF 1942-47. Author of **The Life and Works of D. H. Lawrence,** etc.

Alvan S. Ryan, Notre Dame. B. S., U. of Mass., 1934; A. M. Harvard, 1938; Ph.D. Iowa, 1940. Lect. Notre Dame, 1943-46. Assoc. Prof. U. of Mass. 1946-47. Prof. 1947-49. Assoc. Prof. gen. program lib. ed., Notre Dame. 1951-54. Assoc. Prof. Eng. 1954-. Articles on Victorian literature.

Autrey Nell Wiley, Texas St. Col. for Women. A.B. Texas State Col. for Women, 1922. A.M. Columbia 1924. AAUW fellowship, Texas, 1930-31. Ph.D. Texas 1931. At Texas State Col. for Women 1922 to present. Director of Dept. 1948-. Many articles.

Harry R. Warfel, Univ. of Florida (Automatically becomes a director, as retiring CEA national president.)

For the Nominating Committee: G. Bruce Dearing, Dean, Col. of Arts and Sciences, U. of Del. A.B. Allegheny Col., 1939; A.M. Iowa, 1940; Ph.D. Iowa 1942. Teaching positions at Minnesota, Cornell, Swarthmore. Former CEA national president.

Edgar W. Hirshberg, East Carolina College, M.A. Cambridge, 1951. Ph.D. Yale 1951. Teaching positions at Indiana, N. C. State College, Ohio, East Carolina Col. Articles on Victorian literature.

Ralph Miller, Prof. of English, Western Mich. College.

There is a provision that extra names may be added to the ballot for Directors and Nominating Committeemen by petition signed by ten members. Since the above slate is late in appearing, such petitions should be sent to Amherst **at once** if the names are to appear on the printed ballot which will shortly be prepared.

James P. McCormick, Chmn.
Charles W. Cooper
Charles M. Clark

Resolutions Passed March 23 by the Conference of College Teachers of English of Texas at Annual Meeting, Baylor Univ. Resolved: That this conference approve the following resolutions passed by the Texas State Joint Committee on the Intergration of the Teaching of English in High School and The English Workshop Conference:

1. That four units of English be required of all high school graduates.

2. That the Southern Association of Secondary Schools and Colleges be urged to reduce the load of English teachers from 15 semester hours to 12, or not to excel one hundred students in three sections.

3. That the number of students in one English section be limited to 25, preferably to 20, in high school and college.

4. That instead of having one semester of high school work devoted exclusively to grammar and one to literature, the year's work be integrated, to consist of grammar, composition (oral and written), and literature, all to be designated a year of English.

5. That courses in the methods of teaching English be taught by English department staff members, but that these credits be in Education, not English.

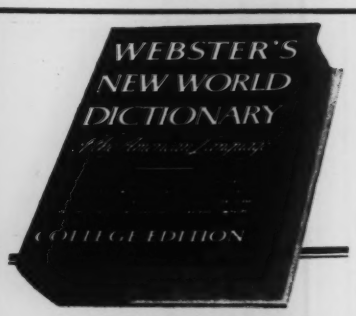
6 That there be emphasis again on the value of the study of mythology.

7. That in view of the comparatively heavier load borne by teachers of English, there should be a reduction of teaching load for any English teacher having considerable extra-curricular duties.

Grumble: Allen Blow Cook said (**CEA Critic,** Oct.), "Don't try to teach Communications, or Linguistics, or English I, or Composition, or Rhetoric; try to teach human beings." The undersigned (**CEA Critic,** Nov.) alleged that Cook had failed to distinguish between the dative and the accusative. Royal S. Pease (**CEA Critic,** Jan.) came to the defense of Cook by citing "He teaches a large class" from **The American College Dictionary.**

Pease claimed that the sentence he quoted and the Cook sentence are grammatically alike. But are they? Cook proclaimed, "Don't try to teach Communications, etc., but teach human beings." Here my claim is that one cannot **teach** human beings without **teaching them something.** The **something,** be it chemistry, physics, mathematics, or tumbling, is the understood direct object; the human beings are the indirect object. When one says, "He teaches a large class," one omits **what** he teaches to a large class because it is unnecessary to name it: the listener already knows **what.** The full sentence, if one were talking about a mathematics teacher, would be, "He teaches (algebra to) a large class." When Cook crusades for teaching learners **instead of** subject matter, he has entered an Educationist's vacuum from whose bourne few scholars return.

Francis Hayes
University of Florida



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